
LEADERSHIP DEVELOPMENT PRACTICES IN THE SAF





FOREWORD

by Head, SAF CLD

Leadership development and vocational training work hand-in-glove to develop effective SAF leaders who are able to lead our people in accomplishing the mission, inspiring commitment, and improving the organisation. Leadership is an essential and critical aspect of warfighting power and organisational capabilities – a force multiplier to mobilise our people and organisational resources for action.

Our mission and purpose in SAF CLD is to provide “enablers” – in the form of knowledge and tools – for our leaders in the SAF.

The tools in this book will help you and your sub-unit leaders develop leadership competencies and skills.

Each generation of Team CLD had worked closely with SAF schoolhouses and training establishments to prepare our leaders in their competencies and skills for performance at their respective levels of leadership roles. Today’s Team CLD continues to be anchored on our values of “Seek.Sow.Serve” to prepare our leaders for the Next Gen SAF, to achieve our desired outcomes of Adaptive Leaders, Effective Teams and Resilient Organisation.

All stories presented in this book were inspired by true stories from leaders in the SAF.

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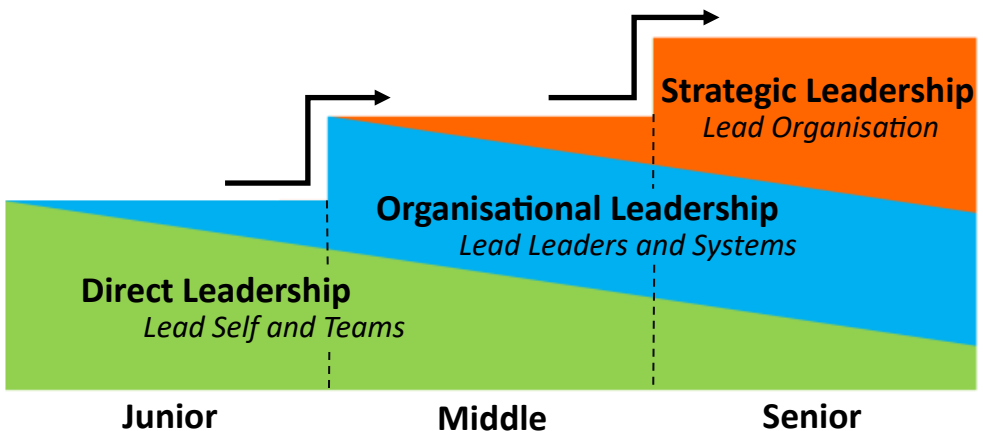
**“All leaders are learners.
The moment you stop learning,
you stop leading.”**

- Rick Warren

DEVELOPING AS LEADERS

There are three levels of leadership in the SAF (Junior, Middle, and Senior). Each level has a different focus on types of leadership that need to be exercised. These types of leadership are Direct Leadership, Organisational Leadership, and Strategic Leadership.

Three Levels of Leadership



The different demands at each level mean that the leadership competencies and skills which made you effective as a leader in one level, may not be sufficient to make you effective in the next level.

You will have to continuously develop your leadership competencies and skills to meet future demands.

Direct Leadership – This is the face-to-face and first-line influence by the SAF Leaders at the individual and small group levels.

Organisational Leadership – In Organisational Leadership, the nature of influence becomes indirect and the SAF Leaders need to depend on their subordinate commanders and supporting staff to influence the larger organisation.

Strategic Leadership – Exercised by the pinnacle-appointment SAF Leaders, impacts the SAF and beyond, spanning a much longer time horizon.

(for more details on the levels of leadership see the “SAF Leadership Development Manual (LDM), 2017”)

WHAT LEADERS MUST DEVELOP

The SAF Leadership Framework (pg.90) describes the four building blocks leaders need to be effective.



VALUES



LEADERSHIP
COMPETENCIES



LEADERSHIP
STYLES



SELF
MASTERY

HOW LEADERSHIP IS DEVELOPED

Leadership is developed through...

10%



Courses

70%



On-the-Job Experiences
and Challenges

20%



Other People

(The 70-20-10 rule, developed by the Centre for Creative Leadership.¹)

Adapting the 70-20-10 rule to leadership development in the SAF we believe that leadership is developed through:

First 10 - The 10% you learn from formal training sets the foundation for leadership development. This foundation will let you frame and add on more learning from your experiences and other people.

Main 70 - 70% of your growth as a leader will come from your experiences. This will occur when you exercise leadership at work, take time to reflect, and actively seek to improve.

Bonus 20 - A further 20% of leadership development can come by taking the opportunities to learn from others. Find coaches and mentors and actively seek feedback from those around you.

LEADERS OF ACTION

Developing leadership in yourself and your team requires more than just knowing about leadership. Leadership must be practiced until it becomes a habit. The better your grasp of leadership practices, the better you will be at exercising effective leadership.

There are a wide range of leadership practices that successful leaders use. In this handbook we have identified the six most impactful practices that can be applied **across all levels of leadership in the SAF**. These practices are Reflection and Journaling, Feedback, Coaching, Team Building and Team Learning, Facilitation, and Storytelling.

These practices have helped our leaders at all levels to stay ahead of the curve, lead their teams, and improve the organisation. And we hope these practices will serve you just as well too. In this handbook we will cover the key principles and methods necessary to get you started in applying these practices.

But you should take note not to limit your leadership to only these six practices, nor to blindly follow the methods for their execution. You are the leader. You lead in your own way. The important thing at the end of the day is that you explore new practices (really give them an honest try), discover what works for you, and leverage on those practices to make a difference for your people and in your workplace.

REFLECTION & JOURNALING

LEARN FROM YOUR EXPERIENCES

FEEDBACK

LEARN FROM OTHERS

COACHING

BRING OUT THE BEST IN OTHERS

TEAM BUILDING & TEAM LEARNING

BRING OUT THE BEST IN THE TEAM

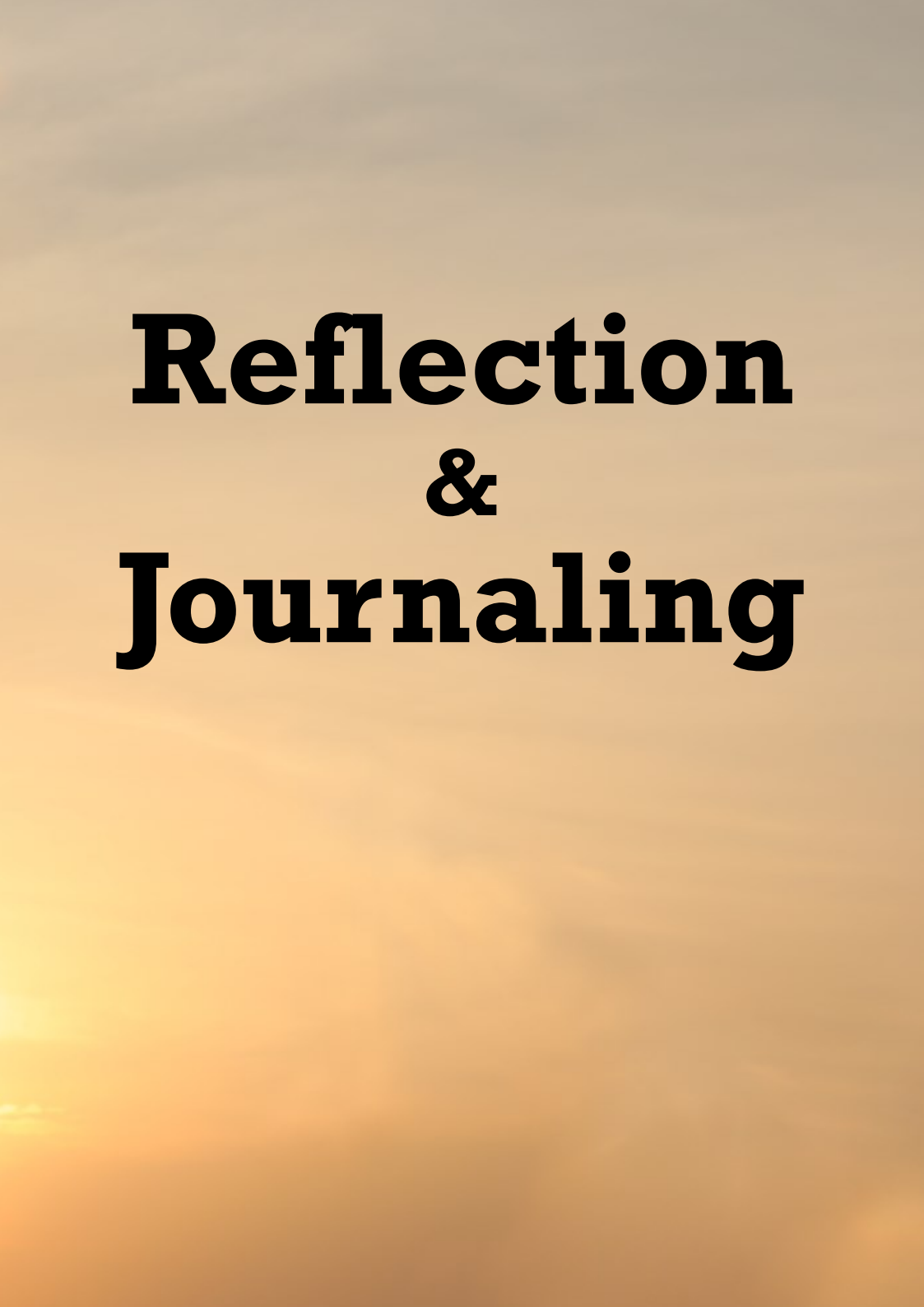
FACILITATION

CREATE GENERATIVE CONVERSATIONS

STORYTELLING

ENGAGE YOUR AUDIENCE WITH IMPACT





Reflection & Journaling



LOOKING BACK TO SOAR HIGHER

Cheers erupted from the crowd as six red-and-white F-16 jets pulled from their loop and closed to a tight spear formation. Dashing through the sky were the RSAF Black Knights, executing various manoeuvres at high speeds, just a couple of feet apart from wing tip to wing tip. These pilots were the best of the best from across the Air Force.

Becoming a Black Knight required much more than clocking extra hours in the logbook. Formation aerobatics is a completely different ball game from the usual flights. It places your own life in each other's hands, relying on everyone to perform consistently well.

This required each of them (from the team's newbies to the flight leader), to always be self-critical and be constantly improving. After each flight the team would make sure to reflect together and on their own, to analyse every moment of the flight, and work through every problem, both technical and personal. In one member's reflection, he recounted his nerves as he closed into formation and had to learn to trust his team and control his urge to pull away to a safer distance.

In taking the time to reflect, they would replay the event in their head, learn, mentally rehearse the corrections, and ready themselves for the future runs.

Whatever your task, whether working with people or machines, taking the time to reflect and journal is vital for improvement.

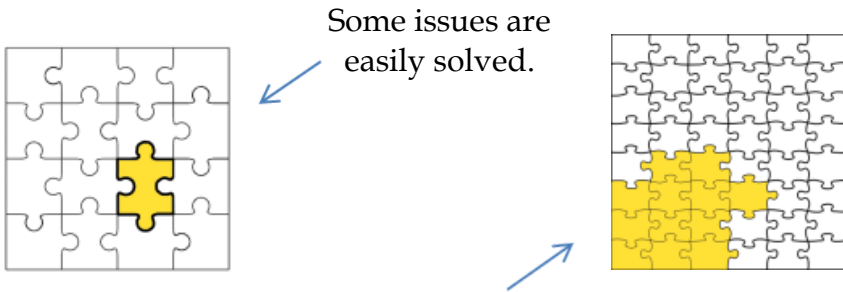
PRACTICE 1

REFLECTION & JOURNALING

Reflection is thinking deeper on an issue to discover insights. Journaling records the leader's journey and insights for future actions.



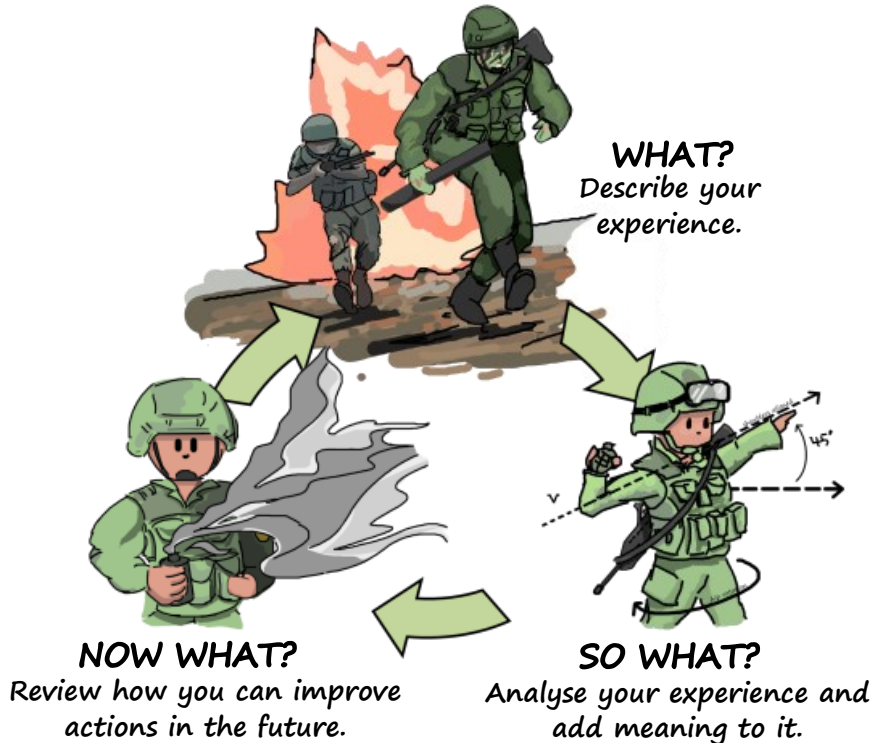
Reflection works like solving a jigsaw puzzle. As we reflect we solve one piece at a time until we see the whole picture and find that "Aha!" moment.



Like how a jigsaw is finished by finding the right shaped pieces, we also have to ask the right questions to reach new insights. In reflection we should ask these three questions:

WHAT? SO WHAT? NOW WHAT?

(BORTON'S FRAMEWORK FOR REFLECTION²)



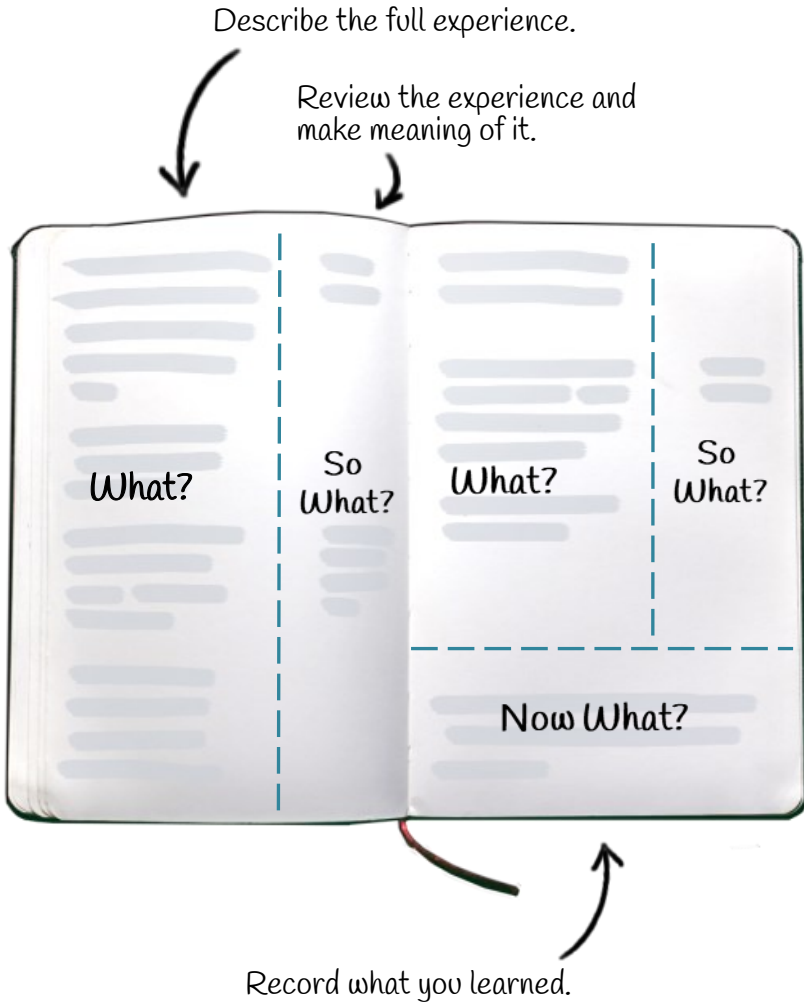
PRINCIPLES FOR REFLECTION AND JOURNALING

BE PURPOSEFUL:
WHAT ARE YOU TRYING TO IMPROVE?

THINK CRITICALLY:
COMPARE FACTS AND FINDINGS FROM PAST EXPERIENCES.

DEDICATE THE TIME
DON'T SKIP IT!

Planning some space in your journal can make it easier to focus on one question at a time so your thoughts can flow more easily.



HOT TIPS

for building a habit of Reflection and Journaling



REFLECT AS A CONVERSATION WITH YOUR BUDDIES

Reflect together over a drink or supper. Make sure to follow up with a few minutes of journaling afterwards.

FIND YOUR MOMENTS

Choose and reflect on the moments of your week that you find meaningful. As an aspiring pilot trainee this could be after the daily flights. For a 3SG focusing on team cohesion, this could be weekly after his Friday sports and chats with the men.

GO DIGITAL

Stay flexible and journal at your convenience with a digital journal or blog. Some options include Day One, Journey, Penzu, or Momento.



GUIDED QUESTIONS



Guided questions are an effective way to add direction and purpose to your reflection.

Here are some questions you can use for yourself and your men.



NATIONAL SERVICE, COMMITMENT TO DEFENCE

- “What am I grateful to have in Singapore? What makes these worth my years of National Service?”
- “What would make National Service a meaningful experience for me? How can I make it happen?”
- “Recently has there been a challenge I overcame or way I worked with someone that I would be proud to tell my family about?”



VALUES

- “What values do I stand for?”
- “How are my values aligned to the SAF Core Values?”
- “What actions can I take this week that will show the values I live by?”



TEAMWORK

- “In difficult times, how do I know I can count on my teammates? What lets them know they can count on me?”
- “How can I / have I encouraged a teammate this week?”
- “How well do I know my teammates? What does that show about how I value them?”



LEADERSHIP

- “How do I conduct myself in front of others? What does it reflect about me?”
- “What is something my men did that I was proud of? How can I encourage more of this?”



LEARNING

- “What is something I did for the first time after joining NS? What am I realising I am capable of?”





Feedback





A THOUGHTFUL GIFT

“Why is this happening to me”, I sighed to myself as I stepped out of the conference room. I had just spent the last few weeks on a project only to have it torn apart in thirty hellish minutes by the bosses. I would have to start everything again from scratch. The feeling worsened as I returned to my desk. The stacks of notes and research articles that covered my entire table reminded me of the obstacles I had just gone through and would now need to go through again.

“Sir, could I talk with you for a bit?” A voice suddenly asked from behind. It was the RSM. He had stepped out of the conference to talk with me. “What happened?”, he asked, “Your projects are usually so well thought through. But there were so many mistakes in it this time. It was clearly not going to work from the start.”

“I know”, I replied, “I explained those problems to OC and that it wouldn’t work but he...”

“Stop.” RSM interrupted. “This is not about your OC. This is about you. Did you know what was the right thing to do?”

I paused, then nodded slowly.

“Come, let’s walk around the camp for a bit,” he spoke and fixed on his beret.

As we walked, my RSM shared his feedback for me. They were surprisingly insightful, and painfully true. He shared his own experiences too and the tips that worked for him. He also stopped along the way to correct other instructors with a quick comment here and there. After one such stop he turned and said to me, “Sir, I know OC had a part to play and I hope you don’t feel like I’m picking on you here. Honestly, at the end of the day whether you succeed or fail won’t affect this retiring old man. But I’m sharing this feedback with you because I care and because I know *you* can improve.”

Take both positive and negative feedback as gifts! When given honestly and clearly, feedback can help each other improve.

PRACTICE 2

FEEDBACK

Feedback is giving, seeking, and receiving information about behavior to learn how to do better.



GIVING FEEDBACK

- Have a helpful attitude.
- Be specific and objective
- Suggest improvements.
- Say it at the right time.



SEEKING FEEDBACK

- Let others know what area you are working on.
- Ask for feedback regularly.
- Ask for specific details.



RECEIVING FEEDBACK

- Take it as a gift, thank them!
- Do not take it personally.
- Be open, do not get defensive

Principles for giving effective feedback:

Focus on the observed actions, not the person.

Give feedback that is useful.

Choose the right time to give feedback.



Keys to Creating a Healthy Feedback Culture

Psychological Safety. Create a psychologically safe environment. Let others know they can be honest and not be punished for it.

Focus on the Action/Behaviour, Not the Person. Focus your feedback on the action, avoid making 'personal attacks' on the recipient.

Look for the Good Things. Give both positive and negative feedback.

Demonstrate Gratitude. Thank the feedback giver for their time and effort.

Take Action and Share Updates. Let the feedback givers know their feedback has not gone to waste.

Situation-Behaviour-Impact

The **Situation-Behaviour-Impact** (SBI) Model³ for feedback focuses on telling the other person how their behaviour has impacted you.

SITUATION



Set the context by stating where and when the behaviour took place. This gives the recipient a setting for a reference.

BEHAVIOUR



Describe the specific behaviour/action you observed and want to address. Be careful to only describe what was directly observed and do not mix in assumptions or opinions.

IMPACT



Describe how their behaviour impacted you.



EXAMPLE OF POOR FEEDBACK:



"YOU DON'T LISTEN TO ORDERS AND IT IS REALLY MAKING IT HARD FOR THE TEAM."



EXAMPLE OF SBI FEEDBACK:



SITUATION – DURING THE FIREFIGHT AT THE OBJECTIVE AFTER WE BREACHED THE CONCERTINA WIRE, I WAS CALLING OUT ORDERS TO THE SECTION.

BEHAVIOUR – I DID NOT HEAR YOU ECHO BACK ANY OF THE ORDERS.

IMPACT – SINCE I HEARD NO ECHO FROM YOU I WAS UNSURE IF YOU HEARD ME SO I KEPT REPEATING MY ORDERS A FEW TIMES AND THIS MADE US LOSE MOMENTUM AT A CRITICAL MOMENT.

FEEDBACK ACTIVITIES:

ROUND ROBIN

"Good for everyone to quickly share feedback anonymously with the whole team."

WHAT YOU NEED

Time: 5 mins/pax

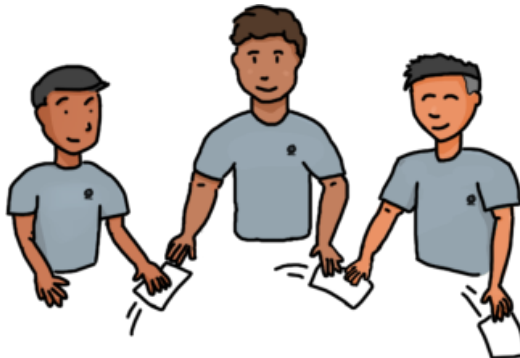
Resources:

1x Pen/person

1x Notebook or Paper/person

Instructions:

1. Sit everyone in a circle.
2. Each person writes their name on their notebook or top of paper.
3. Everyone passes their notebook to the person on the left. (Receives the notebook from the person on the right).
4. Write one encouragement and one area for improvement for the person in his notebook.
5. Pass the notebook left.
6. Continue steps 4–5 until you receive your notebook back.



LETTER BOX

"Good for staff/men to share anonymous feedback to leaders."

WHAT YOU NEED

Time: *Own Time, Own Target*

Resources:

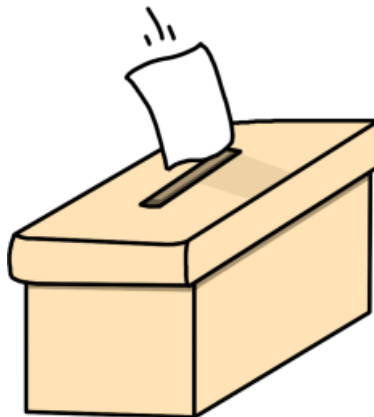
1x A4 Envelope or Box

1x Post-It pad

1x pen

Instructions:

1. Put an envelope or box, with post-it pad and pen outside your office where people can use it to drop feedback notes.
2. Meet with your team (around once a month) and let them know the feedback has been received, address issues, and where applicable update the progress on their suggestions.



HOT SEAT

"Good for getting men used to giving and receiving open feedback from each other."

WHAT YOU NEED

Time: 20 mins/pax

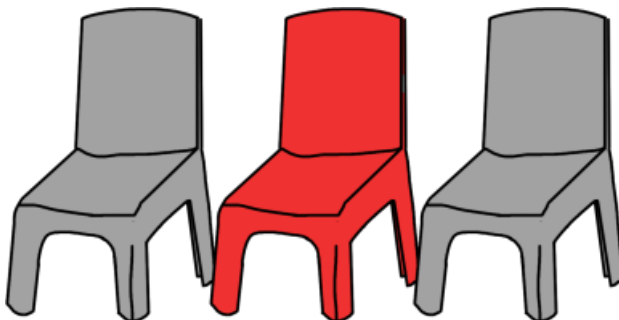
Resources:

1x Pen/person

1x Notebook or Paper/person
















Instructions:

1. Sit everyone in a circle.
2. Going around the circle, each person will take turns listening to the feedback from everyone else in the team. He will be in the 'Hot Seat'.
3. Team members share one encouragement and one area for improvement.
4. Member in the Hot Seat takes note of feedback in his notebook. (Team leader can also take notes on his behalf).



Feedback Seeking

Here is a template you can use to seek for feedback on areas you are interested in improving!

<u>Receiver's name:</u>		<u>Giver's name (optional):</u>				
Please give me your rating on the questions below.		Please give a tick in one of the boxes below. (<i>Giver's ratings</i>)				
(Receiver to write down specific areas in which you want feedback on)	Q1.	 Bad	 Not so bad	 Fairly Good	 Good	 Very Good
	Q2.	 Bad	 Not so bad	 Fairly Good	 Good	 Very Good
	Q3.	 Bad	 Not so bad	 Fairly Good	 Good	 Very Good



Tips for Feedback Giver to help me:

1. Be specific, use examples.
2. Be direct.
3. Let me know how my behaviour impacted you.
4. Let me hear the good and bad.

STRENGTHS: (*Giver to provide feedback*)

AREAS FOR IMPROVEMENT: (*Giver to provide feedback*)

(Receiver's Reflections):

Do you agree with the comments made?

Do the comments reinforce existing or highlight new strengths/ areas for improvement?

What insights have you gained from the comments?

Do you need clarifications?



CHEONG

SINGAPORE



Coaching



SINGAPORE

VEINDEV SINGH



INVESTING IN WHAT MATTERS

I was nearing the end of my tour as Dy Comd of the unit and I had only one more key assessment before my new posting. Up to that point I had held an excellent track record for every assessment and hoped to end this tour with a perfect record.

But it was during this time I found myself faced with a dilemma. Two of my PSOs received their posting orders early and their replacements came in only days before the exercise began. They were completely new and were slow with every task. At every step of the way I found it faster and easier to just do everything myself.

But doing it myself meant my PSOs were not learning anything. I recalled my early days as a Captain and how my superiors took a risk on me to make sure I learned. Depriving my PSOs of this opportunity now felt wrong. I decided I would coach my PSOs.

Although coaching took more time and effort, it was certainly worth it. Since I was ending my tour in the unit I did not have much time to journey with them and really see them grow. But what made me so sure it was worth it was that they learned to appreciate how important it was for them to take ownership of their growth and look for guides or coaches in their life.

Years later I was fortunate to end up serving in a new department with these two officers back under my charge. This time they really performed well. They were great thinkers and took the effort to coach their subordinates.

Coaching helps others to be their best and sets them up for success in present and future roles by building their confidence and thinking to face future problems.

COACHING

Coaching is about developing your people to be the best they can be. It takes place through one-on-one conversations that focus on helping your coachee perform better in their current and future roles.

THE PERFORMANCE EQUATION

by Timothy Gallwey⁴



PERFORMANCE



POTENTIAL



INTERFERENCE

Potential is one's current abilities and the ability to learn.

Interference is the negative self-talk that stops growth. This includes fears and doubts like "I cannot do it" and "I will look bad if I fail", or assumptions that "I already know".

Coaches maximise potential and minimise interference.

PRINCIPLES FOR EFFECTIVE COACHING

- Psychological safety.
- Focus on development.
- Coachee takes ownership for growth.
- The result of coaching must be action by the coachee.

COACHING SKILLS

BUILDING TRUST

Trust between coach and coachee is essential for open sharing. They will feel safe to share ideas, explore goals, weaknesses, challenges, and possible options, and stay open to feedback.



QUESTIONING

Questioning is the most important skill for a coach. It makes the coachee do the thinking and discover the answers for themselves. This lets them own the process and outcome of the conversation and will let them commit to an action plan. As coachees take ownership of the solutions it also gives them a sense of self-achievement that will help them face future challenges. Here are characteristics of effective questions:

OPEN-ENDED QUESTIONS

Ask "What?", "When?", "How?"

These cannot be dismissed quickly and demand thinking. Crafting their own answer gives coachees the ownership.

DRAW OUT THE DETAILS

Ask questions like "Specifically what did you see?", and "What else do you notice?"

Get the coachee to think one bound deeper, or wider.

NON-JUDGEMENTAL

Ask questions from a point of curiosity.

Avoid questions that criticise.



ACTIVE LISTENING

Active listening is listening for what the coachee is saying, thinking, and feeling. It pays attention to the coachee's verbal and non-verbal cues. These give the coach an idea of what is interfering with the coachee's growth and thus what questions need to be asked.

TOOLKIT FOR ACTIVE LISTENING:



Be attentive

Pay attention to the speaker and give them the space to share their thoughts without interruption. This includes waiting for them to finish before you start forming your response in your head.

Ask questions to clarify

Do not be afraid to ask questions about any point you do not understand or find to be unclear. Your coachee will appreciate your effort to better understand them.

Mirror / Reflect

Mirror the speaker by occasionally repeating their exact words back to them, or summarising and paraphrasing what they have said. This shows you are interested, and by hearing what they say communicated back to them makes them more aware of their own thinking.

Match body language.

Match the mood of the room. Imagine how turned off a coachee would be if you looked distracted or even bored while he is sharing his deep thoughts.

COACHING IN THE MOMENT

Coaching does not have to be limited only to planned coaching sessions. Look out for opportunities where you can help someone improve by coaching them instead of telling them an answer directly. This is known as coaching in the moment and typically can be done by asking these three types of questions:

Observations: "What went well? What did not go well?"

Reflection: "What led to these?"

Recommendation: "What do you think could be done better?"

Common opportunities for coaching in the moment:

- Spotting subordinates' mistakes or untapped potential during training.
- Helping someone to work through a tough time, or who is just having a bad day.

REDUCING INTERFERENCE

Interference is the negative self-talk that stops growth. To reduce interferences, coaches should help coachees to:

1. Focus on what they want.
2. Build Self-Trust.
3. Ignore what distracts them.
4. Observe what is happening without judgement if it is good or bad.

The GROW model for Coaching Conversations

Adapted from Sir John Whitmore⁵

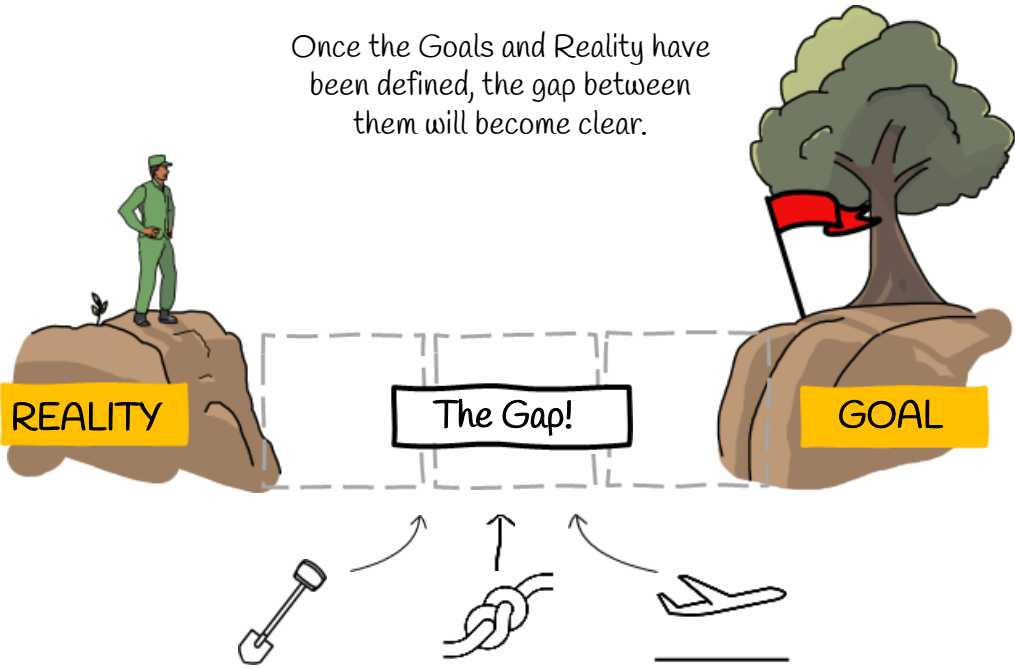
GOAL
"WHAT DO YOU WANT?"

REALITY
"WHERE ARE YOU NOW?"

OPTIONS
"WHAT COURSES OF ACTION CAN YOU TAKE?"

WHAT'S NEXT
"WHICH COURSE OF ACTION WILL YOU COMMIT TO?"

Once the Goals and Reality have been defined, the gap between them will become clear.



OPTIONS

Create and assess Options that will bridge the gap.

and

WHAT'S NEXT

Commit to an option and turn it into an action plan.

SUGGESTED GROW QUESTIONS

GOAL

"What are you passionate about?"

"What will make this experience meaningful for you?"

"What do you want to achieve from your time here?"

"What would it look like once you have reached your goal?"

REALITY

"On a scale of 1–10, where would you rate yourself? Why do you rate yourself there."

"What do you know about (x) so far? What don't you understand?"

"What do you notice when you look at (x)?"

OPTIONS

"What will it take to get from here to there?"

"Where could you find help to get (x) done?"

"What have you tried so far? What has/has not been working for you?"

"What are the pros and cons of each option?"

"If you did (x), what would it look like in (y) weeks/months/years?"

WHAT'S NEXT

"What changes would you like to make?"

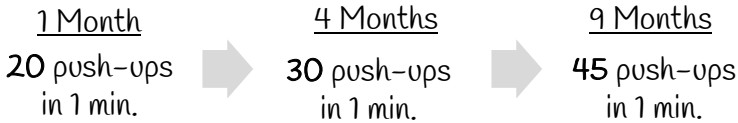
"How does this option fit in with your current priorities?"

"What would be your first steps to reach (x)?"

"How confident do you feel about doing (x)?"

THE ACTION PLAN

Coachees can make a simple Action Plan by splitting their journey into three progressive parts – the Short, Mid, and Long Term Goals. Each goal should build up to the next, for example:



SET S.M.A.R.T. GOALS

You will never hit goals that are too vague or unrealistic. Use the “S.M.A.R.T.” criteria to set goals that will give direction, be achievable, and can be easily tracked.

S

Specific: Clearly state the task to be done or situation to be achieved.

M

Measurable: Able to know when the goal has been reached.

A

Achievable: Goals must be realistic given reasonable effort and guidance.

R

Relevant: The goal must be relevant to you.

T

Time-bound: The time-frame to achieve the goal.

ACTION PLAN TEMPLATE



Vision

Long Term Goal

Mid Term Goal

Short Term Goal

Current Reality





**Team Building
&
Team Learning**



BUILDING A WINNING TEAM

Our flight had not been doing well with its operations. Across all areas standards were constantly slipping. Everyone was aware of it but did nothing to change. I'm not sure how we got that way. But talking to colleagues you could feel that some were burnt out from chasing results, others were disengaged, while others defensively avoided work or drew lines and refused to help other teams. Overall it was almost as if we were each feeling that, "Why should I try if nobody else is?"

Our relatively new OC decided to change the situation. He gathered us midweek and painted the situation to us. He then introduced new initiatives. These were not welcomed by all. But OC managed to convince us to give it a try.

This OC was not the type to give inspirational speeches in front of crowds. Instead, he worked closely with individuals to understand and help them. Individuals started to feel understood and relationships slowly improved. People started seeing the possibility of a workplace that could really be better for everyone.

Over the next few months, OC continuously engaged us and put in extra hours to work on the new initiatives with us. He was always around, and often stayed back with us to the wee hours, and kept encouraging us. He was sincerely concerned about the work his men were doing. We felt like we were cared for. There was a new energy about us. We felt like we were really making a difference, our effort was not taken for granted, and we were assured we would have the due rest and recovery needed. The flight eventually felt very closely knit and cohesive, and genuinely wanted to do well.

OC was able to find small successes along the way to spur us on. And whether we succeeded or failed he made sure we were learning from each other. He was open to ideas and even radical changes on his initiatives and we felt like we were really able to take part in shaping our workplace.

After 6 months, we were able to see the fruits of our labour in good standards and flying operations results.

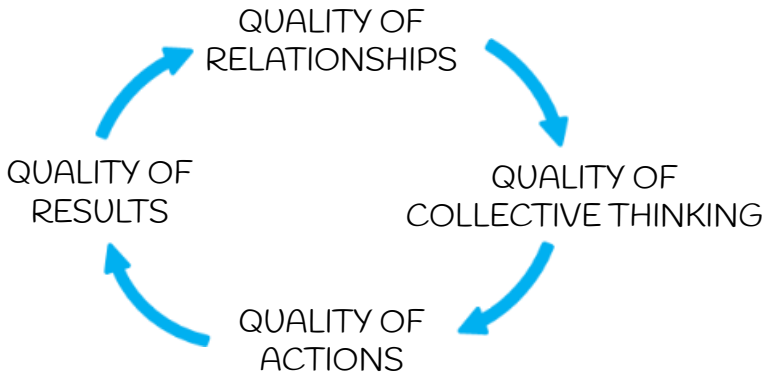
Team Building and Team Learning are necessary to achieve and sustain success.

PRACTICE 4

TEAM BUILDING & TEAM LEARNING

HOW TEAMS ACHIEVE AND SUSTAIN SUCCESS

The **Core Theory of Success** by Daniel Kim⁶ describes how the SAF sees its teams achieve and sustain success.



Quality of Relationships - Good relationships mean members trust each other. They feel safe to share and explore differing perspectives. This leads to a good quality of collective thinking.

Quality of Collective Thinking - Good collective thinking will let the team better understand the problem and come up with better courses of action.

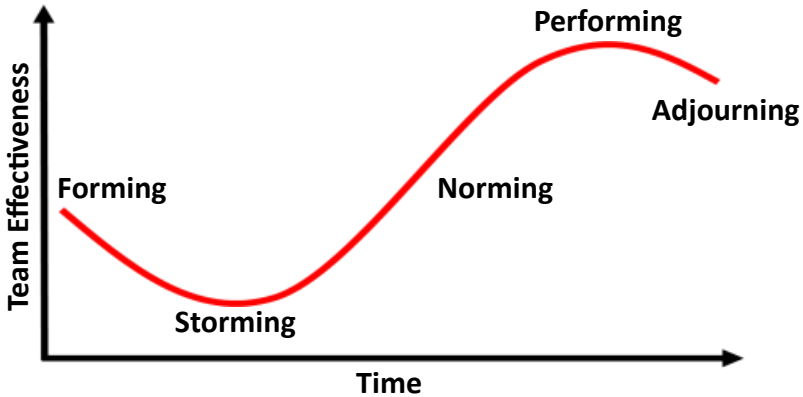
Quality of Action - The better the quality of action, the better the quality of results.

Quality of Results - People want to be part of a winning team. Good quality of results will reinforce stronger relationships.

Leaders should start by building good team relationships.

HOW TO DEVELOP YOUR TEAM

Tuckman's Model for Team Development⁷



Forming - The team forms and sets common goals.

Storming - Differing opinions and working styles clash.

Norming - Members respect diversity and resolve conflicts.

Performing - Members work interdependently and produce good results.

Adjourning - The team separates when the goals are met, members leave or are posted out, or becomes a new team as new members join.

The practice of Team Building and Team Learning is needed for teams to reach the Performing stage.

Team Building is the initiating and continual process of appreciating team diversity to build positive team dynamics, and aligning the team to shared mission/purpose, values, vision and outcomes.

Team Learning is the continual process of learning and growing as a team to achieve team performance.

PRINCIPLES FOR EFFECTIVE TEAM BUILDING & TEAM LEARNING:

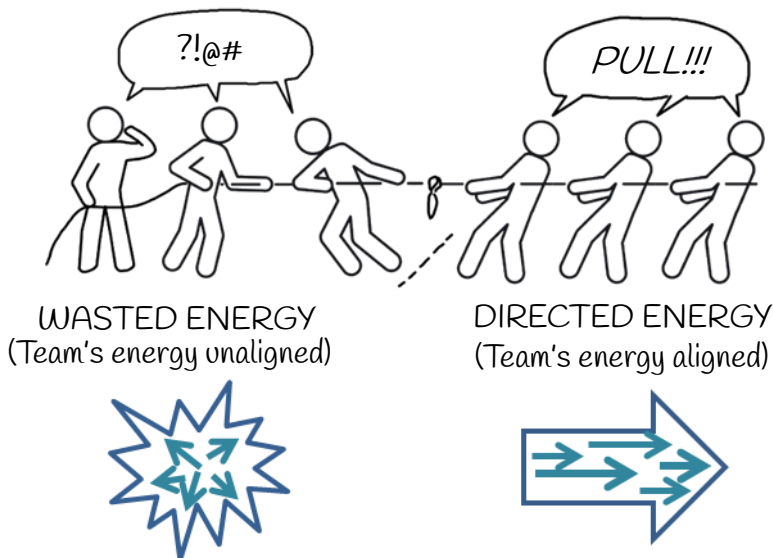
- Team Leaders drive Team Building and Team Learning.
- Team members must have ownership.
- Have a clear purpose during Team Building and Team Learning sessions.
- Leverage the Team's Diversity.

TEAM BUILDING

The key components of team building are (1) Understanding and aligning to Team Mission, Purpose, and Core beliefs (2) Shared Vision and Goals, and (3) Establishing clarity on Roles, Relationships, and Rules. These should be defined together with the team by forming a **Team Charter**.

The V3R Team Charter: Vision, Roles, Relationships and Rules

VISION. A Shared Vision is powerful. When people share a vision, they are connected by a common aspiration. It unites, inspires, and sets direction for work and learning.



VISIONS THAT INSPIRE

For a shared VISION to be effective, it must be aligned with the team's PURPOSE and VALUES. A vision that is not consistent with these will only fail to inspire but will foster cynicism amongst members. Taken together, the Values, Purpose and Vision form the governing ideas that answer the critical questions of "WHO?", "WHY?", and "WHAT?"⁸:

Values - "WHO are we?"

Purpose - "WHY do we exist?"

Vision - "WHAT is the future we want to create?"

TRANSLATE THE VISION TO GOALS

Once the vision has been established, the team should set goals they can work towards that will bring the vision into reality.

FORMING A SHARED VISION:

1. Define what is the team's purpose.
2. Decide what are the most important values to the team.
3. Members share their vision for the team.
4. As a team, consolidate individual visions into a shared vision.
5. Set goals towards the vision.

ROLES. Roles are how members will add value to the team. There are two types of roles members can play:

Functional Roles: How they will contribute based on their expertise, knowledge, and appointments.

Behavioural Roles: How they will contribute to the team dynamics. For example, how members will use their TETRA preference to add to the team.

UNDERSTANDING ROLES:

1. What Functional Roles will members play?
 2. What Behavioural Roles will members play
-

The TETRA Model

Every member will have a preferred way of viewing a problem. We can take advantage of this to view a problem from as many angles as possible. The TETRA model uses nature as a metaphor to describe four types of behavioural preferences:



EARTH

- Focuses on results.
- Have the end in mind.
- Naturally execute or direct actions towards the goal.



AIR

- Focuses on processes.
- Make sure the plan is clear, detailed, efficient, and in line with necessary rules and regulations.



WATER

- Focuses on the human element.
- Considers the motivations, unity, and overall experience of the team, clients, and other stakeholders.



FIRE

- Focuses on the possibilities.
- Considers how to enhance the solution, alternative solutions, and opportunities from adversity.

RELATIONSHIPS. Members need to work out what kind of relationships they will have with each other. What will it take for them to trust each other and have honest and constructive conversations?

DEFINING RELATIONSHIPS:

1. What kind of relationships do you want to have with one another?
2. What are two activities or behaviours your team can commit to that will build up this relationship?
3. What are two activities or behaviours your team must avoid that will erode this relationship?

RULES. Rules are set as a guide to help members behave in ways they believe are best for the team. But bear in mind that the rules are a means to an end and not an end themselves. They should help the team achieve its best and not to hold it back.

SETTING RULES:

Examples of rules used by high performing teams:

- Speak truth.
- Share relevant information immediately.
- Take ownership for mistakes and say sorry. Forgive each other.
- Rules on how decisions will be made.
- Rules on how to safely check or challenge each other.

Activities to enhance the Team Building session

BEST DAY AT WORK

Activity for Vision and Relationships (45 mins)



Overview: Members draw their vision of an ideal day at work.

Resources: Paper, coloured markers.

Steps:

1. Participants reflect on the best day they had at work. Or think of what a best day would look like. What happened? How were people treated?
2. Participants draw a picture of a best day at work (15mins).
3. Participants share about their drawing.
4. Pin up all the drawings in a common area.

Wrapping up

The drawings will remind us of what we want the workplace to look like, and reaffirms the positive relationships and shared experiences we have.

SNEAK PEAK

Activity for Roles and Rules (30 mins)



Overview: Teams will build a replica tower of one that the you have made earlier. But teams can only take periodic peaks at your design.

Resources: Disposable chopsticks, marshmallows, masking tape, coloured post-it, marker pens.

Facilitator's Preparation:

Facilitator to build a simple tower before the activity. Set it aside out of sight of participants.

Steps:

1. Participant teams will attempt to build a replica of your tower.
2. At the start of the activity and every 5 mins, invite teams to send a different member to peak at the tower you made for 15 seconds.
3. Before inviting teams to have a peak at the 15 min mark, adjust your tower. Rearrange parts, add post-its, make it taller, etc.
4. After 30 mins, judge towers for likeness to your version.

Wrapping up

Highlight how teams benefitted by respecting the role of the one peaking, and by giving him the space to safely share the new changes to the tower.

TEAM FLAG

Activity to summarise the V3R (30 mins)



Overview: Create a team flag.

Resources: Coloured markers and material for flag (paper, poster board, or cloth).

Steps:

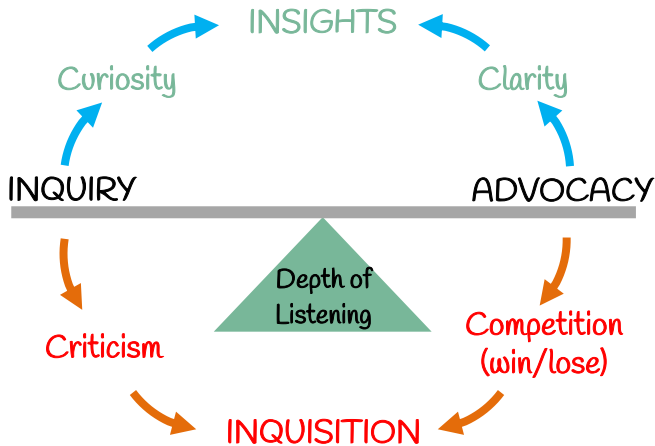
1. Create a team flag, shield or emblem.
2. It should contain elements representing your team's V3R, but still hold alignment to the Parent Unit's emblem.

Wrapping up

The flag will represent what your team cares about. It will help foster a sense of identity and ownership of the V3R.

TEAM LEARNING

Conversations are the primary mode by which Team Learning takes place. The Quality of Conversation model⁹ shows how a balance of advocacy and inquiry can lead to insights.



Advocacy is stating one's views. Share views to give clarity, not compete as if to win an argument.

Inquiry is asking questions. Ask questions out of curiosity, not to criticise others.


Depth of listening is central to any conversation. Listen actively to both what is spoken and unspoken like body language, tone of voice, and emotions.

When members properly use Advocacy, Inquiry and Depth of Listening, they will be able to reach insights through the conversation.


Here are examples of using the Quality of Conversation well:

State your point

State the data and rationale that led you to arrive at your point




“Here is my view. Here is how I arrived at my view. How does that sound to you?”




Invite others to examine your data and rationale, and to share their own points.

Ask others to share their rationale



“Can you share the thinking behind your view? What data would change your view?”



Explore data that might support alternative points of view.

Facilitation





Together Everyone Achieves More

During my tour as the unit's Training PSO we were working on a project for a new obstacle course that would affect generations of soldiers to come. It was a tough period, but our commander also made it a meaningful one for all of us. He was upfront about how big the project was and that he did not have all (or even many) of the answers. For it to work, he was trusting each of us to bring our ideas and experiences into the project.

In meetings he genuinely sought the inputs from everyone. Even when the lowest rank said something he really took the time to consider it. While not every idea was used, everyone felt heard. The project was taking on the best ideas we had to offer no matter who the ideas came from. Soon people were getting really excited about making the project happen.

What really stood out for me was how our commander managed to invite so many views while keeping the conversation structured and our thoughts ordered. He wanted everyone's views, but he also had a time and place for everything. He organised us to brainstorm together and bounce off each other's ideas, and then got everyone to test and find the gaps. If points were raised that began to sidetrack the conversation, he still noted them, thanked the person, but "parked" the ideas to one side for a later discussion.

Through the whole project, we really felt like we owned it, and we were so proud when the project finally launched. It really was the best parts of all of us. We felt like we had made a difference by being part of something bigger than what each of us could have achieved alone.

Facilitation allows leaders to leverage their team's diverse experience to promote collective thinking for best results.

PRACTICE 5

COACHING

Facilitation leverages on generative conversations at a one-to-many level to influence and create collaboration for effective learning, positive experience, and decision making.

BENEFITS OF FACILITATION

Encourage reflective thinking for effective leadership through silence and the power of questions.

Lead inquiry-based conversations to help teams search for new and valuable ways of thinking that changes their current perspectives.

Honour and respect team diversity by establishing a safe and trusted environment for shared interaction, learning and growth.

Establish good rapport and trust with teams by providing opportunities to reflect on accomplishments and charting directions ahead collectively as a team.

Inspire shared vision by helping groups create common and agreed upon images of a desired future state, thus resulting in buy-in and commitment from all involved.

Create opportunities for change by leveraging on collective experience, wisdom and energy of teams.

PRINCIPLES FOR EFFECTIVE FACILITATION

1. Set clear objectives.
2. Create psychological safety.
3. Give everyone an equal chance to voice their views.
4. Gather diverse perspectives before converging on a conclusion or decision.
5. Listen actively.

SKILLS OF A FACILITATOR

Build Good Rapport with the Team. Manage group dynamics to create a safe space for open engagement with the team.

Practise Active Listening. Avoid being judgemental or quick to jump to conclusions. Be attentive to what is said and look out for how you can raise the Quality of Conversation amongst members.

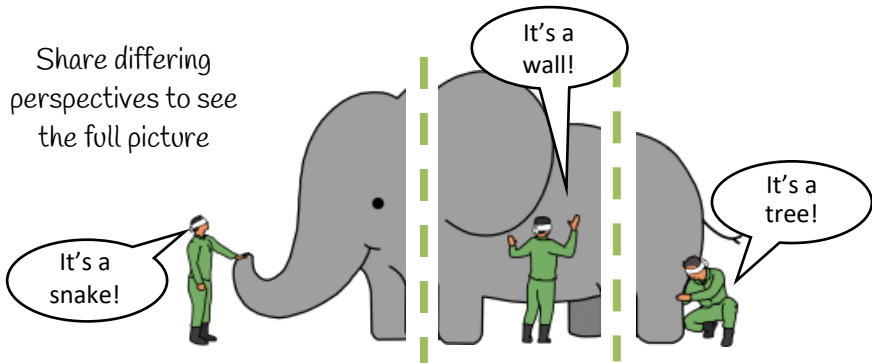
Use Questioning. Use questions to seek views and data points, and surface assumptions and beliefs. This will allow effective action and high-quality decision making.

Synthesise for Insights. Synthesis is the attempt to put at least two pieces of information together to form a new piece of information or insight. As a facilitator, aim to surface multiple perspectives and guide the team to synthesise these into new insights.

Opportunities for Facilitation:

Facilitation for Meetings

Use facilitation to examine ideas from various points of view to form a balanced perspective. Encourage members to generate new ideas, build on ideas, and test ideas.



Facilitation for Action Learning Process (ALP)

Use facilitation to learn quickly from activities. Draw out and clarify ideas from the team, then focus them on how they can improve in the next stage of the activity.

Facilitation for Team Building and Team Learning.

Use facilitation to make sure all voices are heard, find alignment, and agree on what the team wants, its goals, and how they will work together. The focus should be on building consensus and working together as a team.



HOW TO FACILITATE

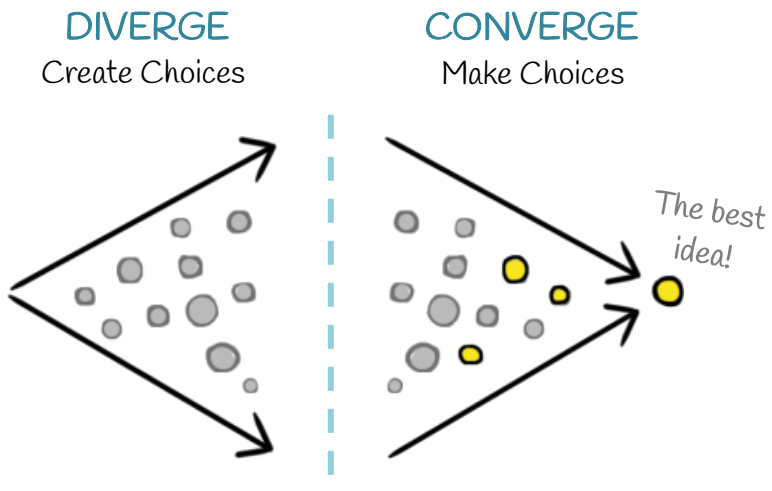
THE BASIC STRUCTURE



Focus the Session by making sure the team understands the problem and objective, and knows that their perspectives are valued.

Use Divergent Activities to give your team as many options as possible. Go for quantity even if ideas seem unrealistic for now.

Use Convergent Activities to narrow down and refine options to settle on the best idea for your team.



DIVERGENCE TOOLS

OBSERVATION, REFLECTION, AND RECOMMENDATION (ORR)

Each member takes turns to share an observation, reflection and recommendation:

Observations – *What happened?*

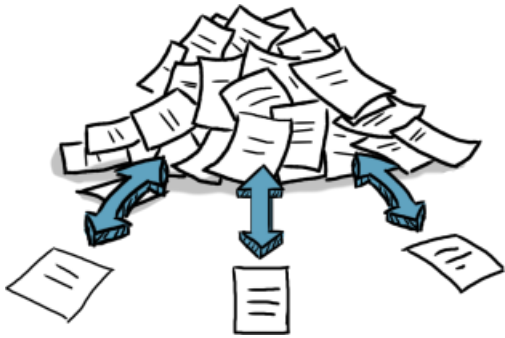
Reflection – *What is working or not working? Why?*

Recommendation – *What can be maintained or improved?*

VISIONING

Each member takes turns to share an observation, reflection and recommendation:

1. Ask members to imagine what the project will look like once it is completed. Prompt them to visualise this by asking questions like "What problems have been solved?" and "How are people behaving differently?"
2. Participants write their vision on a piece of paper.
3. Participants share their vision with one another in small groups.
4. As a large group, find common elements in the visions and agree on a common vision.



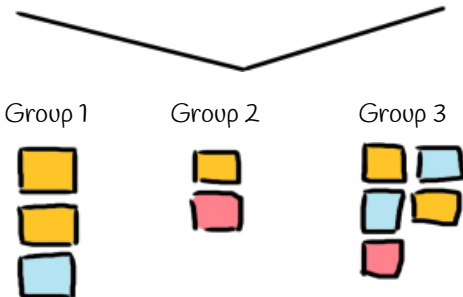
BRAINWRITING

1. Everyone writes one idea per piece of paper and puts it in the centre of the table.
2. They then take someone else's paper from the table and builds up or modifies the idea. It is ok to occasionally get your own sheet back.
3. Continue to exchange sheets until enough ideas have been created.

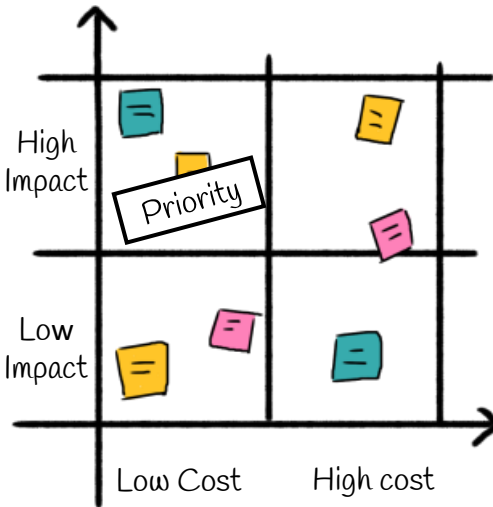


CLUSTERING

1. Everyone writes one idea per post-it.
2. Stick post-its on a board.
3. Write as many ideas as possible.
4. Members explain the ideas they put up.
5. Discuss and build on each other's ideas.
6. Group similar ideas together.



CONVERGENCE TOOLS



DECISION MATRIX

1. Decide on two categories to compare the ideas.
2. Mark each category on one axis.
3. Discuss ideas and sort them into respective quadrants.

	Idea 1	Idea 2	Idea 3
Votes	✓ ✓ ✓	✓	✓ ✓ ✓ ✓ ✓

MULTI-VOTING

1. Everyone votes on their favourite ideas.
2. Each person has multiple votes (number of votes equal half of the total options available).
3. They can stack their votes on one single idea or spread them out.

Pros	Cons
+ Idea for + Idea for + Idea for + Idea for + Idea for	- Idea against - Idea against - Idea against

FORCE FIELD ANALYSIS

1. Brainstorm the pros and cons of the proposed idea.
2. Assess the strength of each pro and con.
 - 1 = Weak
 - 5 = Strong
3. Explore ideas that can increase the strength of the pros and reduce the strength of the cons. Do this until pros outweigh the cons.

3-2-1 SUMMARISATION

3 OBSERVATIONS

Identify 3 most important or common observations.

2 KEYS TO SUCCESS

Identify 2 keys to success (positive actions) that will address these observations.

1 THING TO FOCUS ON

Prioritise 1 key to success to focus on for the next activity.





Storytelling



A LEADER IS A STORYTELLER

“Cream of the crop? My foot!” shouted our instructor as we took up push-up position for the tenth time that morning. “Down... one hundred... down... two hundred” There seemed to be no limit to the punishments meted out to all of us for even the smallest mistakes committed. “Can’t you all get your act together!” I thought to myself. Yet it would be me who would make the next mistake that morning.

As the cadet-section commander, I had sent two of my mates to support the duty officer per his request. I then went to join the rest of the platoon for classes. A minute late but our PC seemed lenient as he got into the mood to teach.

“Is everyone present?” ... “Yes Sir!”

Five minutes later my two mates joined the class. PC paused. “You said that was everyone!” His face was red now. The platoon went dead silent as we anticipated the punishment. He looked us sternly in the eyes. Then the most unexpected action. He told us a story - from 1986 about PTE Hay Yong Chye. A chilling story of a man buried alive when his mates wrongly accounted for unit strength. It hit us harder than any push-up.

“There should be no ambiguity about where your men are and what they are doing. Always account for each other, do you understand?”

Whatever the event, we never repeated that mistake of accounting for strength again. Everyone accounted for everyone with a vigilance you could never achieve through simple orders.

Stories deliver messages that impact and are long remembered. As leaders, we use stories to inspire, persuade, communicate desired values, reinforce cultures, share experiences, and make abstract concepts easy to understand.

PRACTICE 6

STORYTELLING

Storytelling is the sharing of stories as a way to connect with the audience to convey an idea effectively.

PRINCIPLES FOR EFFECTIVE STORYTELLING

Be authentic

State whether the story you are sharing is personal, one you heard from someone else, or fictional. This will keep the story credible and let the audience know what to expect. If not clear, it could cost you some credibility. For example, if your audience think the story is from your own experience and later find out it was just fictional or one you “borrowed” from someone else to get the point across, it can cause them to question your credibility and miss the learning point.

Highlight the challenge in the story

The challenge faced by the main character of the story and the consequences should he or she fail should be positioned as the focal point of the story. This stirs emotional tension in the audience and also helps make the story more relatable and engaging.

Sharing how the conflict and challenge was resolved relieves the audience’s emotional tension, serves as a closure and illustrates how similar conflicts can be overcome.



Clearly state the Take-Away of the story

Some stories can have multiple or even unclear take-aways, as is often the case when using stories of negative examples or failure. State your take-away point clearly. Letting the audience guess what the learning point is may lead to confusion.



Have a Clear Purpose

Let the audience know how the take-away point is relevant to them. What action do you hope they will take now that they know this?

Match the right story with the right audience

It is important for stories to be interesting but they must also be something the audience can relate to. This makes it easier for the take-away to be internalised.



“Experience is the best teacher. A compelling story is a close second.”

– Paul Smith

QUALITIES OF PERSUASIVE STORIES:

Aristotle proposed three ways to persuade an audience that are still widely used today: **Ethos, Logos, and Pathos**.¹⁰



Ethos is about letting the audience know why you are credible and the story you are sharing should be believed. Your audience will look at (1) Your experience and training - Is it something you have personally gone through or been trained in? (2) The way you conduct yourself - Do you “walk the talk?” or are you “NATO (No Action, Talk Only)?”

Logos is about the logic. The audience should be able to see how you arrived at the “key-takeaway” based on what happened in the story.

Pathos is about touching the audience’s emotions. The story should not only say the facts but it should also connect at an emotional level. Make them feel like they are standing in the shoes of the main character seeing and feeling the story unfold around him.

Opportunities for Storytelling:

The Big Mission

It is nearing the big mission and everyone is feeling the tension. Use a story to encourage your team that their hard work will finally pay off.

Managing Change

Some things can and need to change. But they may be how people have always done it. Use a story to show people what could be possible!

Building Good Relationships

Ready to know your team at the next level? Share some memorable life moments with each other and see how members glow as they share.

Behind the Scenes

Whether NDP, Open House, or your unit's sports day, seeing the smiles on the faces of your customer could cheer up anybody's day. But teams behind the scene do not always get to see this. Give them a chance to 'see' it through your story. You will add so much meaning to their duties!

Lessons for the Heart

Some life lessons are only truly effective when they go beyond knowledge but also touch the heart. Stories can be powerful to drive home the point for topics like commitment to defence, the will to fight, values, and life purpose.

STORY STRUCTURE USING “CAR”

The way leaders tell stories in the workplace is not the same as writing a novel or blockbuster movie. A good workplace story is simple and has a clear message. Paul Smith, expert in Organisational Storytelling, recommends telling it in these 3 parts:¹¹

CONTEXT

Provide the background and generate interest. The context should address these 4 questions:

- **Where and when?** This sets the story. Is it a real or fictional story?
- **Who is the “hero” or main character?** Choose someone the audience can relate to.
- **What does he or she want?** What is important to the character?
- **Who or what is getting in the way?** Help the audience appreciate why it is such a challenge.



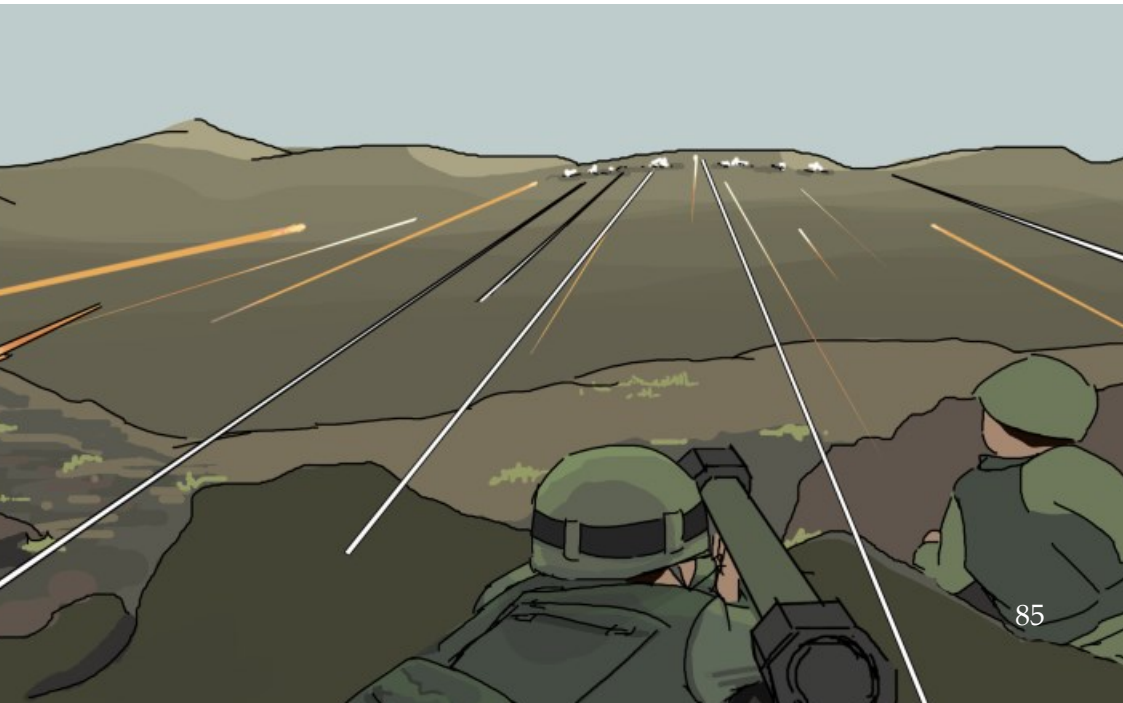
ACTION

Highlight how the hero faces the challenge. What problems begin to surface? What are the setbacks and failures along this journey? Smith notes that “these ups and downs along the way provide the excitement in the story. But more importantly for a leadership story, they’re also where the lessons are learned.”

RESULT

This is how the story ends. It should cover:

- Result: What happens to the main character?
- Right lesson: What is the lesson for the audience, or the moral of the story?
- Link back to why: Why is this lesson useful for the audience? What action do you hope they will take as a result of this story?



STORY TEMPLATE

SAF 2-5-1 Model

The 2-5-1 Approach

For impactful stories you can tell in just three minutes, try this structure:

2 Introductory points

Let the audience know why you are sharing this story with them, introduce the hero (who the story is about), and set the context.

5 Main Story Points

Introduce the challenge and escalate the complication. Share how the hero responds to and resolves the challenge.

Make it emotive by highlighting:

- Concerns – Why is it important to the hero? What are the consequences?
- Weaknesses – What makes it difficult?
- Frustrations – Were there any setbacks or failed attempts?

1 Key Takeaway

What did the hero learn?
What is the takeaway point for the audience?

2 Introductory Points



- ---

- ---

5 Main Story Points

- ---

- ---

- ---

- ---

- ---

1 Key Takeaway

- ---

STORY TEMPLATE

by David Hutchens ¹²

I will tell about
the time I (or we)...



Situation

So there I was...

(Time, place,
Single human
protagonist)



Trouble

I/We wanted...

(Internal or
external
desire or goal)



But...

(Lack of resources,
external forces,
limiting beliefs...)

Emotional data / somatic memory

I/we Felt...

Mad

frustrated annoyed
defensive
disgusted outraged
offended

Sad

depressed
disappointed
regretful dismayed
disillusioned pessimistic
mournful

Happy

glad overjoyed
relieved
elated
pleased excited
grateful thrilled
content amused
triumphant

Afraid

anxious vulnerable
stressed cautious
nervous confused

Hurt

betrayed
shocked
stunned
aggrieved
abandoned

Learn more at

www.StorytellingLeader.com



STORY canvas

FROM
the BOOK
STORY
Sprint!



Action

So I/we...

And then I...

And then we...



Result

Until finally...

Optional: Do you have data to quantify it?
(How much? How big? How fast? How good?
Qualitative data?)



Insight / Connection:

And now we know... / And that's why...

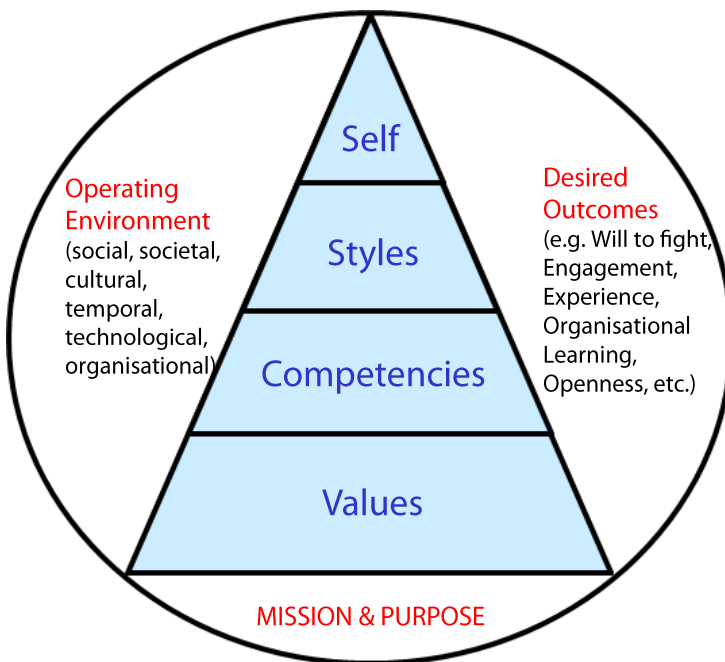
LEADERSHIP FRAMEWORKS

SAF Definition of Leadership

Leadership in the SAF is defined as “a process of influencing people to accomplish the mission, inspire their commitment, and improve the organisation”

SAF Leadership Framework

The SAF Leadership Framework is a behavioural model that provides guidelines for thinking and communicating the effective application of leadership in the SAF. It consists of a Triangle (“Building Blocks”) which specifies what the SAF Leaders need in order to be effective and a Circle (“Leadership Context”) which guides the manifestation of leadership in the SAF. Based on the Framework, SAF Leaders must be adaptive to the differences in the desired outcomes and operating environment.



Video:
SAF Leadership Framework



Leadership Competency Model (LCM)

The behavioural competencies and skills that the SAF Leaders require are described in the SAF Leadership Competency Model (LCM). The SAF LCM consists of five competency domains - four “core competencies” for leadership performance and a fifth “Self” meta-competency for leader’s adaptability and growth. Within each competency, specific skills are identified to operationalise the five competencies. There are a total of five Competencies and 14 Skills. Although the 14 skills are applicable to all the SAF Leaders, their manifestation will be different depending on the levels of leadership.

Competencies	Core Competencies (for Leader Performance)				Meta Competency (for Leader Growth)
	Conceptual Thinking	Social	Mission	Developmental	Self
Skills	Critical Thinking	Communicating to Influence	Planning	Developing People	Self- Awareness
	Creative Thinking	Inter-personal Effectiveness	Decision- making	Developing Team	Self- Management
	Ethical Reasoning		Execution	Improving the Organisation	Personal Mastery

Video:
The LCM



For more details on the frameworks, see:

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11. CAR story structure

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12. Story Sprint Template

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For more details on leadership development processes and practices in the SAF, see:

"Leadership Development Processes and Practices Manual (PPM)" (2017)

"Guide to Coaching & Facilitation in the SAF" (2013)

"Guide to Team Building and Team Learning in the SAF" (2017)

"Guide to Individual Development Process in the SAF" (2018)

"Guide to Action Learning Process (ALP) in the SAF" (2018)

All these manuals, guidebooks and other handy resources can be found by searching "CLD" on the SAF intranet homepage. Click on the first search result to access!

Leadership Development Practices in the SAF
1st Edition, 2022

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